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Abstract

This report of the Second National (Canadian) Workshop on Community Development (CD) contains the abstracts of working papers on various CD topics and a summary of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) study of CD in North America. The working papers covered a variety of concerns including: (1) role of woment in development; (2) effective consultant roles in CD training; (3) Canadian community action; (4) a proposed service in planning and evaluative design for social action agency administration; (5) the need for new urban infrastructures; and (6) design in developmental training. The UNESCO study concluded that while a variety of CD activities existed in North America, there are no national programs. CD action was likely to be found in deprived rural areas, new communities, and urban areas; and the most important results occurred indirectly. (dm)

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SECOND NATIONAL WORKSHOP ON COMMUNITY DEVELOPMENT

February 11-14, 1969

A report of the Second National Workshop on Community Development sponsored by the Department of Adult Education The Ontario Institute for Studies in Education

ED033305

SECOND NATIONAL WORKSHOP ON COMMUNITY DEVELOPMENT

FEBRUARY 11-14, 1969

Department of Adult Education
The Ontario Institute for Studies in Education
102 Bloor Street West, Toronto, Ontario

ACKNOWLEDGMENTS

It is with great appreciation that the planning committee for the 1969 National Workshop on Community Development in Canada extends its thanks to the following persons for their assistance in various aspects of organizing, conducting, and reporting the workshop. To Mrs. June Armstrong and her staff for assisting in making arrangements for the physical facilities as well as taking care of the registration procedures. To Mrs. Myrna Knechtel for her guidance in preparing the Report of the workshop. To all of the recorders and discussion leaders who shared their talents and gave their extra time and efforts. To Mr. Michael Waterhouse who assisted in a number of valuable ways in organizing and running the workshop. To Mrs. Peggy Perry who has been intimately involved with the workshop, literally from beginning to end, and without whom much of the necessary work would not have been accomplished.

Finally, the committee would also like to express its sincerest thanks to all those who participated in and committed themselves to the workshop.

Planning Committee:

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James A. Draper, Department of Adult Education, The Ontario Institute for Studies in Education

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John Frei, Montreal Council of Social Agencies

Ernie McEwen, Indian-Eskimo Association

FOREWORD

Some noticeable comparisons can be made between the 1968 workshop and this Second National Workshop on Community Development in Canada. One of the most encouraging comparisons is that of the increased representation of institutions and geographical areas in Canada. There is every indication that if the workshop had been more widely publicized that the number of participations and hence representation would have been much greater.

Although the workshop was not announced as having a specific theme, pre-conference responses indicated a continuing strong interest in research and evaluation. In order to allow for the pursuit of other interest areas, some of the originally organized groups were reorganized on the second day of the workshop. The reader is asked to bear this in mind when reading this Report.

Like last year's workshop, there was a desire among participants to conclude the discussions with suitable recommendations although unlike that workshop fewer task areas were identified. Unlike last year's session, too, participants to the 1969 session were invited to submit brief papers which were used as pre-workshop reading material. The wide range of topics chosen by individual writers indicates the breadth and variety of interests in community development in Canada. It was left to the discretion of each discussion group to decide the extent to which it would utilize these papers. In most cases, only incidentally were the papers discussed in specific terms within the workshop.

For those readers who did not attend the 1968 workshop and for others who were not involved in any way with the planning of this present workshop, it seems appropriate that a brief overview be made of the organization process of the workshop. The detail included in this paragraph is given for two primary purposes: the one, because of the interest which some might have in the process by which a workshop of this kind comes about; the other, to offer some explanation for the limited publicizing of the workshop. The 1968 workshop planning committee was essentially composed of five self-appointed persons, coming from Ottawa, Toronto, and Montreal. Financing and accommodation resources were limited and hence the number of persons attending the workshop was limited to a greater extent than what might have been desired. Thirty-one persons attended last year's meeting, as compared with the 49 participants attending the 1969 workshop. One of the recommendations arising out of the 1968 workshop was that two specified members of the planning committee were "to investigate the possibility of securing funds for a conference in 1969 and to communicate with participants and others about holding another workshop sometime in 1969." No steering committee beyond these two persons was designated. Explorations were made, but it was concluded, as late as the fall of 1968, that funds would likely not be available, certainly not before the spring of 1969. Feeling that a workshop in early 1969 would likely be desirable, last year's planning committee again self-appointed itself to make detailed enquiries about the desirability of such a workshop. A survey of many persons in Canada with interests in community development was made. It was widely felt that in spite of the continuing financial and spatial limitations, another workshop would be highly desirable. Suggestions and comments were received and were incorporated into the planning of the 1969 workshop.

Two related resolutions were put forward to the general assembly of the 1969 workshop by the planning committee. The first was that the assembly elect a representative steering committee. The recommendation was passed and six members of a steering committee were named to enquire into the need for a future workshop and, where the need is felt, to guide the planning of it.

The second resolution put forward to the general assembly was that future workshops, at least for the next few years, might be desirably held outside of Ontario. This recommendation also met with approval of the assembly. In fact, the assembly indicated, in order of preference, four geographical areas for a further workshop. Whatever occurs at the national level, it would seem that every encouragement should be given to interaction at the local or regional levels.

Regarding the growth of community development in Canada the first and second workshops might be thought to exemplify a phase one, centering around the identifying of those committed to the principles of community development. Phase two, likely to cover the next few years, will likely constitute the continuing search for identity, a greater selectivity of membership, and a trend toward formalizing community development in Canada as a legitimate and accepted area of study, research, and practice.

One thread of continuity with last year's workshop was the desire of many participants to discuss graduate instruction in community development. On the last day of the two-and-a-half day session, a number of participants strongly representative of government and universities, met to discuss this topic. It was agreed that training programs of a non-degree nature, intended for the training of field workers, as well as programs of a more theoretical nature at the university level, are increasing in Canada. However, graduate instruction and field work must not be seen as two ends of a continuum. Viewed as complementary activities, both can play a significant role in developing theory, in conducting research and evaluation studies, and in helping communities, as well as individuals within them, grow and develop. It is this interaction which will greatly determine the soundness of community development in Canada during the next few years. What is greatly realized by those at the university level is that graduate study is an applied field. Such programs must build opportunities for both field work and course work to parallel one another. It was this topic of "internships" which was fruitfully discussed at this last session of the workshop. It is felt that there is a greater need for universities, government, and non-governmental organizations to work together in training and employing trained workers.

As a concept, community development, like participatory democracy, is difficult to fully grasp. Not surprisingly, the fulfillment of the concept, the practice of it, frequently falls short of its goals. Our understanding of others and of ourselves is invariably limited. The vested interests of others frequently prevents change as do various inflexible barriers within organizations. If community development is really going to work, then what is most needed is creativity and the implementation of innovative ideas. How can human and material resources be more fully utilized in realizing common and vital goals? How can the great array of present-day technologies, and tomorrow's inventions, be used for educational purposes?

Community development is concerned with the development of communities and the self-growth of individuals within them. Such endeavors may culminate in greater economic independence, in social security, in improved health, and in a feeling of greater human dignity. These goals are inseparable from the challenge of maximizing the creative use of leisure time, and of extending basic fundamental human rights to all.

James A. Draper
May 1969

CONTENTS

Acknowledgments ii

Foreword iii

William B. Baker 1919-1968--An Appreciation 1

Working Papers Written for the National Workshop on Community Development, 1969 4

Abstracts 6

Program 17

National Film Board of Canada: "Challenge for Change" 18

UNESCO Study: Community Development in North America 19

Group Reports:

Group A 21
Group B 25
Group C 31
Group D 36
Group E 39
Group F 44

Summary of Tasks and Recommendations, National Workshop on Community Development, 1969 46

Appendixes

A) List of Participants 48

B) Workshop Participant Representation 55

C) Profiles 56

D) Recommendations and Tasks from Previous Workshops 64

E) Report of Task Force on Training 70

F) An Experiment in Developing Teaching Material 73

G) Post Workshop Evaluation Form 75

WILLIAM B. BAKER 1919-1968 - AN APPRECIATION

It is with deep regret that we acknowledge the loss of Dr. William Baker, colleague and one of the great pioneers in community development in Canada. Bill was a member of last year's planning committee for the First National Workshop on Community Development. He was also a member of this year's committee up until the time of his death.

Dr. Charles E. Hendry, Director, School of Social Work, University of Toronto wrote the following Appreciation of William Baker.

Bill Baker was a relatively young man, forty-nine years of age. He had large plans in the making. He always had large plans and his energies were directed to their continuous refinement, enlargement, and implementation. In many ways he reminded me of the late Eduard C. Lindeman who for so many years lent distinction to the New York School of Social Work. Like Ed Lindeman, Bill Baker was interested in farmers and factory workers and their problems and prospects. Both, by conviction, were actively involved in the cooperative movement. Both were influenced by the Folk Schools of Denmark, Lindeman, in fact, having been born there. Whereas Lindeman moved more in the direction of industrial settings, working for a time in a steel mill, Baker concentrated over a longer period in agriculture. Because of their need to keep plugged in to the reality of the world of the manual worker their formal academic programs were inevitably restricted. Like Richard Titmuss of the London School of Economics, both Ed Lindeman and Bill Baker managed to achieve highly significant leadership roles without the advantage of academic degrees. The degrees they earned - and I use the term advisedly - were honorary degrees. The universities that honored these men brought honor to themselves as much as to the men they sought to honor.

Bill Baker's first notable public performance was as the Chairman of a Royal Commission on Agriculture for the Province of Saskatchewan. The design of this massive study was both daring and demanding. The sensitive and skillful way in which Bill Baker combined innovation and integration in the over-all approach provided a clue to the approach he has utilized in many subsequent assignments.

Arising out of his historic survey of agriculture in Saskatchewan, Bill Baker succeeded in creating a Centre for Community Studies in 1957. The objectives of the Centre involved three separate but related functions - research, education, and consultation, all action-oriented. The structure of the Centre also involved three components — the university, the government, and "the client community."

For a variety of reasons - political, ideological, and administrative - the Centre experienced considerable difficulty. A certain ambiguity arising out of the Centre's very creation, involving new concepts in organization and administration, in operational research, and in university and government relationships, contributed to some of the problems encountered. Social scientists for some time to come will find in this "experiment" invaluable case material for disciplined analysis and assessment of a pioneer venture in interdisciplinary, interprofessional, and interfunctional social study and social action.

Dr. Baker was born in Verigin, Saskatchewan, on January 1, 1919. He had a Saskatchewan farm background. He took his initial university studies at the University of Saskatchewan, receiving his B.S.A. with Distinction, specializing in agricultural economics (1944). He did postgraduate studies in rural sociology at the University of Minnesota (1945-46), the University of Kentucky (1948-49) and the University of Michigan (1951-52). In 1964 North Dakota State University conferred upon him the Doctor of Laws (honoris causa).

The following inventory of the positions Dr. Baker has held and the responsibilities he has carried during the past two decades indicates a remarkably rich range of creative involvement and underscores two points: (1) the consistent focus of his commitment and (2) the steadily expanding geographic margins of his concern.

Director, School of Agriculture, University of Saskatchewan, 1946-1956
Professor of Rural Education, University of Saskatchewan
Chairman, Saskatchewan Royal Commission on Agriculture and Rural Life, 1952-1956
Director, Centre for Community Studies, 1957-1964
Staff member, National Training Laboratory for Group Development, Bethel, Maine, 1952
Consultant on Adult Education to the University of New England, New South Wales, Australia, and tour of community development programs in India under Carnegie Foundation invitation, 1956
Member, National Committee for Research in Cooperatives, 1958-1969
Member, North American Team, Conference on Adult Education in the African Universities, University of Ghana, 1963
Member and rapporteur, ad hoc Committee of Experts on Community Development, Economic and Social Commission, United Nations, New York, February, March 1963
Member, Survey Committee on Aging and Long-Term Illness, Government of Saskatchewan, 1960-1963
Member, Research Assessment Panel, National Welfare Grants Program, 1964-1969
Member, Agricultural Development Advisory Board, Province of Saskatchewan, 1964-1969
Member, National Advisory Council on Rural Development, Government of Canada, 1965-1966
Member, Committee of the International Group for Studies of National Planning, to report on appraisal of development administration, United Nations Public Administration Branch, 1966-1968

Canadian delegate, International Conference on Plan Implementation, Caracas, Venezuela, November 1966
Member, Panel of Experts on Organization and Administration of Agricultural Development, Food and Agricultural Organization, United Nations, Rome, 1967
President, Canadian Centre for Community Studies, Ottawa, 1966-1969

This all is reflected in Dr. Baker's considerable volume of publications. One of the last documents written by Dr. Baker, dated October 8, 1968, was a Progress Report on a Three-Part Research Program on "The Relation of Welfare and Development in Canada's Post-Industrial Society." The study involves a considerable network of collaboration in a survey of urban-social development in Montreal, Toronto, and Vancouver. Dr. Baker was directing this important project from the University of Toronto where he had been appointed Cassidy Research Visiting Professor on July 1, 1968. He was attached to the School of Social Work.

In November 29-30, 1967, Dr. Baker was instrumental in having the Canadian Centre for Community Studies and the Welfare Grants Administration of the Department of National Health and Welfare, convene a high level seminar in Ottawa on The Relation of Welfare and Development. A seminar paper prepared by Eric Trist, Professor of Organizational Behaviour and Ecology, Graduate School of Business Administration, University of California, Los Angeles, was used as a basis for the two-day colloquium. Subsequently Professor Trist gave the keynote address at the Annual Meeting and Conference of the Town Planning Institute of Canada (June 26-28, 1968). The credit for the selection of Eric Trist to come to Canada belongs to Bill Baker. He recognized a great, sensitive and creative mind when he saw one. He had met Eric Trist in London in 1964 where he was Chairman of the Executive Committee, Human Resources Centre, Tavistock Institute of Human Relations. It was Bill Baker's hope that Eric Trist might be induced to come to Canada and to make Canada his permanent home.

If such were indeed to come about it, in itself, would constitute a fitting memorial to Bill Baker who was a quiet, modest, gentle, determined, and dedicated person, a man who literally poured his life's energies and resources of mind and spirit into a daring attempt to mobilize the social sciences in the service of humanity.

WORKING PAPERS WRITTEN FOR THE NATIONAL
WORKSHOP ON COMMUNITY DEVELOPMENT, 1969

Abramson, Jane A.	THE ROLE OF WOMEN IN DEVELOPMENT
Bradley, K.T.	EFFECTIVE ROLES FOR CONSULTANTS IN COMMUNITY DEVELOPMENT TRAINING
Bregha, Francis J.	AREAS OF ACTION
Canada NewStart Inc.	THE CANADA NEWSTART PROGRAM
Canada NewStart Inc.	INTERIM REPORT ON INITIAL PLANS OF OPERATION OF NEWSTART CORPORATIONS
Dimock, Hedley G. and McDonald, Richard D.	AN EXTERNAL INTERVENTION INTO FEDERAL COMMUNITY DEVELOPMENT PROGRAMS
Connor, Desmond M.	A PROPOSED SERVICE IN PLANNING AND EVALUATIVE DESIGN FOR ADMINISTRATORS OF SOCIAL ACTION AGENCIES
Connor, Desmond M.	SOME CURRENT CONCERNS IN COMMUNITY DEVELOPMENT: AN AGENDA FOR RESEARCH AND REVIEW
Draper, James A.	THE APPLICATION OF SOME PRINCIPLES: COMMUNITY DEVELOPMENT IN THE CLASSROOM
Experimental Projects Branch, Department of Forestry and Rural Development, Ottawa	SURVEY OF LITERATURE ON THE COMMUNITY WITH SELECTED ANNOTATIONS, READING LISTS AND PERIODICALS
Frei, J.W.	RESEARCH IN SOCIO-CULTURAL DEVELOPMENT
Haley, T.	COMMUNITY DEVELOPMENT -- YOUNG ADULTS
Head, Wilson A.	A WORKING PAPER ON PHILOSOPHY AND PRINCIPLES
Hynam, C.A.S.	COMMUNITY DEVELOPMENT, AN EXAMPLE OF CONCEPTUAL CONFUSION
Lappin, Ben W.	COMMUNITY DEVELOPMENT AND PROBLEMS IN THE APPLICATION OF KNOWLEDGE AND METHODS
Lincourt, Michel	WORKING PAPER: WHAT IS A CITY?
Lotz, Jim	WHITHER COMMUNITY DEVELOPMENT IN CANADA

Orlikow, Lionel	WHAT IS THE COMMUNITY THAT NEEDS WHAT DEVELOPMENT? A UNIVERSITY SOCIAL ACTION PROJECT OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
Searle, Stan	SOME ASPECTS OF DESIGN FOR DEVELOPMENTAL TRAINING
Searle, Stan	SOME BASIC ASSUMPTIONS UNDERLYING COMMUNITY DEVELOPMENT
Whitford, James R.	TOWARD A MORE RESTRICTED DEFINITION OF COMMUNITY DEVELOPMENT

NOTE: Inquiries about these papers should be directed to the authors.

ABSTRACTS

ABRAMSON, JANE A.

THE ROLE OF WOMEN IN DEVELOPMENT

A high priority for development programs aimed at the social and personal development of women, as a basic condition for the development of the society as a whole may be derived from two theoretical lines: (1) social system analysis; and (2) role theory. Failure to involve women generally as active participants in development programs may be predicted to limit the capacity of the whole society to respond to stimuli aimed at growth and development. The reciprocal family roles of men, women, and offspring in underdeveloped areas tend to produce adult models who adapt poorly to productive work roles in industrial, urban societies. Changes in family roles are likely to occur slowly. Not only are the traditional ones entrenched in underdeveloped communities, but they are also embodied in the structure, conceptual models, and procedures of development organizations. Canadian development organizations are largely directed by men and not surprisingly are almost exclusively male-oriented in their programs. Probably this male bias will be reduced only when (1) there is a sufficient representation of women with modern attitudes at responsible, decision-making levels of development organizations; (2) programs no longer are based on myth of the male head of family as an independent actor in society (as contrasted with the passive, dependent, supporting role of women). In addition to the limitations imposed by their opportunities, skills, and position in society, both men and women are limited by their psycho-social characteristics, which in turn reflect interactive family roles; (3) we acknowledge the dysfunctional aspects of the reproductive determinism which limits women's social and economic participation and expand their opportunities to include other important social functions; and (4) we attach a higher value in development programs to the quality of the human input and to women's potential contributions to both human and economic development.

BRADLEY, K.T.

EFFECTIVE ROLES FOR CONSULTANTS IN COMMUNITY DEVELOPMENT TRAINING

Consultants have an important and specific role to play in community development. They could make their contribution, inter alia, in the following ways:

1) when an expertise is required that is not available on staff or because of personnel shortage or previous commitment;
2) when a particular expertise is required for a short time only;
3) when an impartial and outside viewpoint is necessary to provide data for decision making.

Five major qualities and conditions must exist for a consultant to be successful: competence, personality of a mature kind, commitment to the ultimate client, ethics of the consultant as a professional, an effective relationship between the consultant, his administrator, and the client agency or trainee group.

BREGHA, FRANCIS J.

AREAS OF ACTION

While the initial community development programs in Canada have by and large been inspired by the concept of "development-as-increase in resources," the accelerating transition into a post-industrial society forces Canadians to examine the use of community development also as "development-as-reallocation of power and assets."

Programs in this latter area would concentrate on the rigidities of our present political, economic and educational institutions with the aim of enlarging the scope of individual freedoms and of equality of opportunity. The restlessness or active alienation of special groups (particularly the young and the poor) would then be channelled into development-oriented projects. Dependency and powerlessness would be the two main obstacles to be tackled in community development programs.

Through the organization of consumers of social utilities (basic educational, health, housing and welfare services) the element of bargaining over their quantity and quality would be introduced into the social planning process and the delivery of services. Local action groups would play an important role in facilitating popular participation at the neighborhood level.

Community development programs would also protect individual citizens against excesses of administrative controls, activating and reinterpreting political processes on the basis of greater participation. Through such programs, "the business of government" in our society would then be modernized.

CANADA NEWSTART INC.

THE CANADIAN NEWSTART PROGRAM

The NewStart Program is intended for areas of Canada having an unusually high proportion of people inexperienced in work that will yield anything close to the average Canadian standard of living.

The purpose of the program is to help the disadvantaged to acquire the motivation and preparation necessary for stable and rewarding employment.

The program will operate only in selected small areas, up to a maximum of ten. In these selected areas, NewStart corporations will be established by agreement with the provinces. The corporations will be responsible for conducting experimental projects designed to help disadvantaged adults.

The experimental projects are to be so conducted that the provinces and the federal government can take advantage of their findings in structuring development measures for other areas.

The corporation in the field and the headquarters in Ottawa will work closely with federal departments and provincial governments. They will pass to the appropriate departments of governments all findings that may be significant for policy and program.

CANADA NEWSTART INC.

INTERIM REPORT ON INITIAL PLANS OF OPERATION OF NEWSTART CORPORATIONS

The common purpose of the NewStart Programs, of which there are four, is to find out how to develop and improve methods of qualifying, for rewarding and stable employment, people who are seriously disadvantaged and who live in areas of severe unemployment and under-employment. The Programs are experimental in that they rely on research methodology and direct their attention to only select samples of the population.

This paper consists of an outline of the state of the programs in the provinces of Alberta, Nova Scotia, P.E.I., and Saskatchewan. Included are accounts of the differences of the problems which confront the disadvantaged populations, the different stages of development of the individual corporation, and the wide variety of experimental methods being applied.

CONNOR, DESMOND M.

SOME CURRENT CONCERNS IN COMMUNITY DEVELOPMENT: AN AGENDA FOR RESEARCH AND REVIEW

The paper outlines some issues which the author considers important from the vantage point of one working with a variety of social-action agencies.

The Position and Role of the Community Development Worker

Unlike most other professions, there seem to be very few, if any, characteristics or features common to community developers. Is it not important to attempt to delineate personality traits, skills, and knowledge required in community development workers in order to help agencies in the selection, training, etc. of community development staff?

Developmental Administration

There appears to be similar diversity of methods in the administration of community development field staff; there appears to be everything from an open style non-directive approach, to a traditional directive line-type management. There is a need to reconsider the structure and style of development and to this end a training sequence in developmental administration is therefore being devised for administrators of programs and agencies focused on social change.

Fostering Citizen Stimuli

There is a strong need for agencies involved in community development to foster the development and support of the people and their resources.

Planners and Operators

There is a need to ensure that socio-cultural factors are included in regional planning in a continuous process through which the ultimate clients become meaningful participants in an unbroken sequence from preliminary research through planning to implementation.

CONNOR, DESMOND M.

A PROPOSED SERVICE IN PLANNING AND EVALUATIVE DESIGN FOR ADMINISTRATORS OF SOCIAL ACTION AGENCIES

The Developmental Services Unit of the Rural Development Branch has recently designed a service to assist administrators of a social-action agency to review its policies and programs, the ultimate purpose being to ensure that goals and means to achieve them are properly in focus.

The purpose and operation of this service can be summarized as follows:

1. To provide an opportunity for senior administrators of a social-action agency to review their assumptions and those underlying the policies and programs of their agency in a one-week workshop.

2. To provide design assistance to agency staff and/or social scientists at a nearby university to gather relevant data and analyze it for review by the senior agency administrators.

3. To work with senior-agency administrators in a follow-up workshop to assess and interpret the findings and translate them, where indicated, into improved policies, programs, and operational procedures.

The agency which undertakes this evaluative process can expect to obtain the following:

a) Objective data regarding the effectiveness of its present policies and programs.

b) Guidance for any imperfect programs.

c) Indicators of priorities.

d) Information on which to base staff development programs.

DIMOCK, HEDLEY G.
McDONALD, RICHARD D.

AN EXTERNAL INTERVENTION INTO FEDERAL COMMUNITY DEVELOPMENT PROGRAMS

This is an attempt to report an experience where the Centre for Human Relations and Community Studies, Sir George Williams University,

Montreal, took the initiative in intervening in the activities of agencies sponsoring community development. The agencies responding to the intervention were all involved in Federal Government Programs, and became involved through the office of the Special Planning Secretariat of the Privy Council.

The report falls into three sections:

Part I describes the planning of the intervention and the way in which various agencies and the Centre got involved with each other in developing a workshop on participating in community development.

Part II describes the design of the workshop, and the educational experience itself.

Part III deals with comments about the experience with reference to the present phase of community development in the Federal agencies, the implications of the educational experience for training designs for community development, and learnings about community development produced by the workshop.

DRAPER, JAMES A

THE APPLICATION OF SOME PRINCIPLES: COMMUNITY DEVELOPMENT IN THE CLASSROOM

The classroom situation to which the author specifically refers in this paper is a particular graduate level course on community education and development although the reference could apply to any one of a number of similar courses. Such a course emphasizes among its primary objectives the widening of the student-participant's awareness of the principles, the philosophies, and the application of the concepts related to this topic. Given the objectives of the course, the author asks how these might be achieved. In attempting to answer the question, he examines two inherent principles in community development. The one arises out of an attitude toward human nature, of which there is the belief: a) that the average human being learns, under favorable conditions, not only to accept but to seek responsibility; b) that the capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in solving problems is widely, not narrowly, distributed in the population; c) that people tend to exercise self-direction and self-control in the service of objectives to which they are committed.

The second inherent principle which the writer examines is the role of the community development worker and the implications this analysis has to a course instructor's role.

The author concludes that in order to create a learning environment which attempts to maximize student self-inquiry and self-directed learning, the boundaries of a course would need to be flexible in order to encourage the participant-student to learn that which interests him most. Within the course, each participant would be seen as a resource in himself and a facilitator for the learning of others in the group. The learner would be involved in all aspects of evaluation including self-evaluation and

such involvement would be seen as a continuous process. Participants would likely be involved as much as possible in the direction in which the course evolves, changes, and grows and this will be determined by the change and growth which occurs to those participating in the course itself, including the instructor. In one sense then the instructor would see himself as a "community worker" and the course participants as the "community members."

EXPERIMENTAL PROJECTS BRANCH, DEPARTMENT OF FORESTRY AND RURAL DEVELOPMENT, OTTAWA

SURVEY OF LITERATURE ON THE COMMUNITY WITH SELECTED ANNOTATIONS, READING LISTS AND PERIODICALS

There are several specialized bibliographies available in community organization and community development; however, this publication attempts to report on a more general field of community relations. The intent of this survey is to assist persons engaged in community work by providing some useful reference material and to acquaint the reader with reference sources on several aspects of community study.

There is a constant output of new writings, particularly in professional journals and periodicals which are the avant-garde of developments and approaches in a discipline. In addition there is the excellent abstract service now available in most professional fields. It would be impossible to duplicate or effectively report on all of these types of writing.

In Section 1, there are annotated references on Community Planning, Community Services, Community Action, Community Participation and a miscellaneous group which seemed important. Section 2 is a Reading List in Community Organization. Section 3 presents a listing of some periodicals which are useful and Section 4 an Index of Authors referring back to their publications.

The data has been gathered from a search of the National Library, federal government libraries, the two Universities in Ottawa, and the Canadian Welfare Council Library. In addition, material has been gathered over the past 18 months from Reading Lists and bibliographies prepared for National and International meetings and conferences.

During the summer of 1968, Mr. Douglas McKercher, a student at Carleton University, assisted in the project by surveying the library sources and preparing abstracts of relevant documents. M. Jean Yves LeBlanc, a post-graduate student in community organization at Laval University, assisted in the review of journals and classifying the material in the summer of 1968. The development and direction of the project in 1967 was under the guidance of Maurice Saulnier.

One problem which may account for the absence of many Canadian community studies recorded in the survey is the tendency to restrict distribution or to mark the report confidential. The author is aware of a number of comprehensive community studies in Canada which are so classified and are not available for general study.

FREI, J.W.

RESEARCH IN SOCIO-CULTURAL DEVELOPMENT

Research in socio-cultural development is still at the beginning of its development. Conflicts arise between the scientifically rigid researcher and action-flexible practitioner when long-term research designs are built into the action programs. To enable better understanding of the socio-cultural development field a model of it is proposed, dividing its process into episodes or steps (based on several validated and/or accepted biological and sociological theories), following a curve of general development. This in turn can move from one level to another when the whole field is limited by boundaries of a homeostatic plateau which itself can change both its span and direction in the general ecological field. Each step is analyzed as to the stresses or forces which arise in it when change stimulus or stressor is applied. This model can help in partializing the process into sections which, as suggested, could be more easily researched.

The research efforts seem to focus on three lines of approach: Exploratory and descriptive studies of more or less classical type; evaluative and predictive research studying the process of change. This type of research, emphasizing the process study is not yet sufficiently developed but some existing methods could be applied in it. Measurement and evaluation of results which can utilize many of the existing methods and techniques based on the use of judgment which, however, are still in the process of development. A suggestion is made to see the problem of conflict between the research and practice requirements in the action process in the light of combination of knowledge and art concepts. These must be delicately balanced to be both productive in enhancement of socio-cultural development. Need is felt for training of specialists, practitioners and researchers for this field, and for acceptance and use of a multiprofessional approach.

HALEY, T.

COMMUNITY DEVELOPMENT - YOUNG ADULTS

The paper describes the activities of a group of young people who worked with the author under the auspices of the Special Service Committee of the Mayor's Committee on Youth in Ottawa. It also describes one approach to young adult problems in a community development situation.

HEAD, WILSON A

A WORKING PAPER ON PHILOSOPHY AND PRINCIPLES

The central task of adult educators in an industrial society is to help man free himself from many of his past prejudices and attitudes and, by utilizing wisely the facilities of modern technology, build a more creative and happy society for himself and his children. However, man appears to be adapting his basic needs to accord with technology, and materialism in the broad sense rather than using these simply as a means of satisfying his needs.

Adult educators appear to be propogating the error by concentrating on means, e.g., methods, techniques, rather than on ends, such as the consequences of his activities.

Consequently we have a society quite plainly disturbed, disrupted, and in the throes of internal unrest. Man must be helped to become aware of the effect on him of the new technology and mass media; he must learn to control it and use it for his greater good, rather than become molded and finally destroyed by it.

HYNAM, C.A.S.

COMMUNITY DEVELOPMENT, AN EXAMPLE OF CONCEPTUAL CONFUSION

Conceptual confusion which exists in connection with the term Community Development is pointed up by reference to two definitions at opposite ends of a continuum and the dysfunctionality of such confusion is exemplified by reference to an actual happening in Alberta.

It is recommended that the use of the term Community Development be discontinued and replaced by two terms:-

Social Animation ("Community Development" as process) defined as: "An educational - motivational process designed to create conditions favorable to economic and social change, if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, then techniques for arousing and stimulating it in order to secure fullest participation of the community must be utilized," and Human Resources Development ("Community Development" as program) defined as: "The utilization under one coordinated program of approaches and techniques which rely upon local communities as units of action to purposefully change living conditions by making use of all available resources, on the understanding that process should also have a functional place in program."

A hypothesis is put forward that: Where Development projects are concerned, there is a high positive correlation between success, and Social Animation in the initial stages of endeavor.

LAPPIN, BEN W.

COMMUNITY DEVELOPMENT AND PROBLEMS IN THE APPLICATION OF KNOWLEDGE AND METHODS

The wide difference that separates the developing countries from the industrialized nations makes the roles to be played by community development workers in either situation very diverse. This difference has frequently been overlooked by commentators and critics of community development.

Basic to this difference is the light in which the state of poverty is viewed by a particular community. Whereas, for example, in many developing countries the state of poverty abounds almost universally, it is not looked upon as an indication of the individual's failure but rather as an act of God. Poverty in the West is not so readily accepted; it is not

universal nor is it considered so much an act of God as a failure on the part either of society or the individual suffering under those conditions.

The helping role of the community development worker must needs by very different in these two situations for in the developing country, cooperation may be far easier to establish than it would in a hostile urban ghetto. Can the worker opt for the militant advocate role in the latter situation and still remain accountable to the whole country? Clearly, to develop cooperation in many of the poverty areas of the West, such a role would almost be essential.

LINCOURT, MICHEL

THE NEED FOR A NEW URBAN INFRASTRUCTURE

Taking the systems approach toward the urban phenomenon, one could look upon the city, or community, as an open system. This system is twofold: the first deals with human interactions, or the city's primary message systems called mesocoms of which there are five; the second subsection deals with the physical infrastructures that permit the mesocoms, thus the human interactions, to function adequately.

Thus through a process of simulation and optimization, the cultural model is integrated into the physical model in order to represent a new image of a city.

LOTZ, JIM

WHITHER COMMUNITY DEVELOPMENT IN CANADA?

This paper attempts to put the problem of community development in Canada in perspective. It is not an attempt to describe or define what community development is in this country. It indicates some of the difficulties of development - the vast size of the nation, its northern nature, its emerging pluralistic society, its human problems. The paper indicates that the nation, at this time, has a choice between an evolutionary, gradualistic, ethical, and humane approach toward controlling change and a revolutionary, sharp, unethical and inhumane approach. Some areas of interest and action in Canada are briefly described.

ORLIKOW, LIONEL

WHAT IS THE COMMUNITY THAT NEEDS WHAT DEVELOPMENT: A UNIVERSITY SOCIAL ACTION PROJECT OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The Ontario Institute is currently looking into a number of problems related to the Indian people and the "integrated" school system which its children attend. Inter alia, discrimination practiced by the teaching staff, less attractive employment opportunities that follow school, and low-level educational aspiration from home environment are factors which contribute to the lack of success experienced by the majority of Indian school children; these are some of the problems under investigation. In addition, economic and political issues at various governmental levels

which ultimately have given rise to the problems described are considered.

A series of structured and unstructured questions will be directed toward white and Indian parents and children in order to determine the necessary information relating to the similarities, differences, and overlapping between the reserve in question and the external community.

Many problems are anticipated, for example, in the establishment of a realistic research design, and a satisfactory relationship between the research team and the community being investigated.

SEARLE, STAN

SOME ASPECTS OF DESIGN FOR DEVELOPMENTAL TRAINING

This paper is concerned with creation of a recognition, not only for the need of "training" in community development, but "developmental training." That is, it should be based on the recognized principles of community development itself, viz., that "people should be encouraged to participate in decisions which determine the development of their community."

SEARLE, STAN

SOME BASIC ASSUMPTIONS UNDERLYING COMMUNITY DEVELOPMENT

Community development is comprised of two major components: economic or physical resource development, social or human resource development. These are two main assumptions on which community development is based. This paper considers these two assumptions, their effect and their relationship in the light of the philosophy of Maslow, Tillich and Fromm etc. The basic question being: how to satisfy community needs without depriving the individual of his personal identity, needs etc.

WHITFORD, JAMES R.

TOWARD A MORE RESTRICTED DEFINITION OF COMMUNITY DEVELOPMENT

Community development is not something that a worker does. It is rather a process which a worker helps to bring about. Because of the complexity of the economic-political-psychological social matrix within which the process occurs it is obvious that many skills, much knowledge, and great sensitivity is required of an effective worker. It is also obvious that many disciplines have insights to offer which will help to bring the process into fruition. This being the case it would seem a point of good judgment that any agency working in the community development field should choose their staff members eclectically and create training programs for the staff and others which will serve to broaden their skills and sensitivities rather than reducing them.

The author's plea is that community development will become a truly interdisciplinary discipline not only in its implementation but also in its theoretical formulation. Despite community development's amoeba complex with regard to technical specialities we have been loath

to approach too close to the shores of Academia fearing, no doubt, that the natives may be unfriendly. However, community development needs help in clarifying issues, providing the intellectual tools with which to do a better job and most of all, community development needs (we may not want) the critical appraisal of observers such as Erasmus whom we can disparage if we like but who we cannot ignore except to our own disadvantage.

NATIONAL WORKSHOP ON COMMUNITY DEVELOPMENT

P R O G R A M

Tuesday, February 11	
7:00 - 9:00 p.m.	Pre-registration - coffee Film Show: National Film Board of Canada Challenge for Change Program
Wednesday, February 12	
9:00 - 9:30 a.m.	Registration - coffee
9:30 - 10:30 a.m.	Welcome - Dr. J. Roby Kidd, Chairman, Department of Adult Education, OISE Opening Address - Dr. Charles E. Hendry, Director, School of Social Work, University of Toronto Comments on the Workshop - James A. Draper Unesco Study - Professor Arthur Dunham
	Division into Groups
10:30 - 12:00 noon	Discussions
12:00 - 1:45 p.m.	Lunch Meeting of Group Discussion Leaders
1:45 - 3:30 p.m.	Discussions
3:30 - 4:00 p.m.	Coffee
4:00 - 5:00 p.m.	Plenary Session - Chairman, John Frei - reports from the 1968 Task Group Chairman - business items
5:30 - 7:00 p.m.	Reception, Park Plaza Hotel
Thursday, February 13	
9:00 - 12:00 noon	Reorganization of Groups
	Discussions
12:00 - 1:45 p.m.	Lunch Meeting of Group Discussion Leaders
1:45 - 3:30 p.m.	Discussions
3:30 - 4:00 p.m.	Coffee
4:00 - 5:00 p.m.	Plenary Session - Chairman, Des Connor - reports from Discussion Groups - tasks to be done - recommendations - election of future Workshop steering committee
Friday, February 14	
9:30 - 12:00 noon	Discussions: "Graduate Instruction"

NATIONAL FILM BOARD OF CANADA:
"CHALLENGE FOR CHANGE"

Michael A. Boam of the Challenge for Change Program, National Film Board, Ontario Region, outlined the concepts of the Challenge for Change Program to the participants. He indicated that the NFB is concerned, within the context of the Challenge for Change Program, with probing and examining the various social conditions existing in this country, with the aim of clarifying the issues and problems, and informing the public. In so doing, NFB is attempting also to explore the potential of the media in enabling the people in a democratic system to partake more fully in the processes of democracy that effect their lives.

To further explain visually the aims of the Program, the new Challenge for Change film was screened. This was followed by the short film "Ballad Of Crowfoot," made by the NFB-trained Indian film crew. It describes, from an Indian point of view, what has been the history of Indian-white relations in this country since the first white settlers arrived. It is a very powerful, emotional, and damning statement on the treatment given to the native Indian population over the years, and was well received by the group.

Following the films, Mr. Boam further elaborated on specific projects the NFB has been undertaking through its Challenge for Change Program. There was a discussion on the role of NFB in Canadian society, and whether or not NFB's role should be one of direct involvement with social problems.

Mr. Boam pointed out that the NFB's role was not one of creating social conditions, since they already exist, but rather one of examining ways in which the media could be brought to bear upon problem situations in order to assist the people involved to more effectively progress toward their own self-determined goals, and toward the resolution of their problems.

Although there was some difficulty in grappling with these new ideas for the application of media, the discussion was productive and elicited considerable interest from the participants.

It was pointed out that NFB would welcome ideas and suggestions at any time for new projects, and would welcome any opportunities of further dialogue.

UNESCO STUDY: COMMUNITY DEVELOPMENT IN NORTH AMERICA

A Request for Suggestions and Comments

on

Some Tentative Conclusions[1]

The United Nations is producing a report on Policy Issues Concerning the Future Evolution of Community Development, probably to be published during 1969. Arthur Dunham, Professor Emeritus of Community Organization at The University of Michigan, has been asked to prepare a brief report on Community Development in North America (Canada and the United States). The following are some tentative conclusions which seem to be emerging from this study. Mr. Dunham is anxious to have criticisms, suggestions and comments on these tentative conclusions -- either during the Workshop, or by letter to him, shortly after, at 1640 Broadway, Ann Arbor, Michigan, 48105.

1. There is no inclusive national program of community development in either country. (Canada and the United States)

2. Community development is pluralistic in North America. Activities relating to it are carried on by governmental and voluntary organizations on national, state or provincial, and local levels.

3. A substantial number of community development programs and projects are in progress in various sections of North America. These include programs and projects carried on by:

   a) governmental agencies, excluding educational institutions;

   b) voluntary or non-governmental agencies, excluding educational institutions;

   c) educational institutions under whatever auspices.

4. Programs of community development in North America are found chiefly in four types of communities:

   a) the deprived villages, often inhabited primarily by an ethnic minority group;

   b) the new community;

   c) the more or less "average," fairly comfortable, small community. Here the emphasis may be primarily upon "process" rather than concrete achievements and the program may be strongly oriented to adult education;

   d) the deprived urban area -- a slum or area of deterioration.

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[1]Presented to the Community Development Workshop by Professor A. Dunham, February 12, 1969

5. In many instances, particularly in urban areas, it is difficult to isolate completely the phenomenon of community development.

6. There are several different approaches to community action and community improvement. Among these are:

a) community planning and program development -- not necessarily involving consumers to any considerable extent;

b) education and promotion. Much extension work and many family planning programs would be illustrations;

c) community development in the traditional sense with a strong emphasis on wide participation, self-help and consensus;

d) political or "procedural" social action. This recognizes the reality of conflict and seeks goals through legislation or other official action;

e) militant "direct" action.

Probably we shall either have to redefine community development to include some elements from these other approaches, or we shall have to recognize that in many situations (particularly urban situations) community development must be supplemented by other approaches.

7. Some of the most important results of community development in North America may be indirect rather than direct. These results are the infiltration of community development values into other types of programs. Such values include emphasis upon:

a) human development as well as concrete achievements;

b) active participation by residents and consumers in planning and carrying out programs;

c) self-help;

d) an approach to the total life of the community rather than an emphasis upon some special area of community life such as health, housing, education, and so on;

e) an interdisciplinary and interpersonal approach to community problems.

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